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ABSTRACT

A study was conducted to identify the major areas of investigation in recent Canadian adult education literature. During the study, questionnaires were distributed to 216 adult educators located at 32 postsecondary educational institutions throughout Canada. Materials including 556 articles, books, reports, and proceedings papers were identified. The adult learner was the focus of most of the papers, as evidenced by their titles; other approaches that received frequent attention in the literature examined were teaching methods and conditions for learning. Examination of the relative percentages of publications on various topics revealed that 32 percent of books and proceedings published dealt with adult education in general, 23 percent were concerned with continuing and extension education, 14 percent dealt with education, and 6 percent dealt with counseling and psychology. Other topics included higher education, vocational education, community development, distance education, and literacy and adult basic education. (Appended to this study are a brief thesaurus of adult education synonyms, a list of Canadian adult education authors, and a list of postsecondary sponsors of adult education. The bulk of this report comprises a bibliography of periodical articles, proceedings papers, reports, and books identified in the study.) (MN)

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CASAE/ACEEA

CANADIAN ASSOCIATION FOR THE STUDY OF ADULT EDUCATION
L'ASSOCIATION CANADIENNE POUR L'ETUDE DE L'EDUCATION DES ADULTES

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THE STUDY OF PEOPLE, PROGRAMS, PLACES AND PROCESSES:
CANADIAN ADULT EDUCATION LITERATURE,
1977 - 1984.

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THE STUDY OF PEOPLE, PROGRAMS, PLACES AND PROCESSES:
CANADIAN ADULT EDUCATION LITERATURE, 1977 - 1984.

Abstract

The purpose of this integrative review of Canadian adult education literature was to identify the common strands of intellectual inquiry that define a community of thinkers. Twelve critical issues, based on the principles of adult education, provided the theoretical framework for the study.

Questionnaires were distributed in 1982 and 1984 to 216 adult educators located at 32 post-secondary institutions. All regions of Canada were represented in the sample. A total of 556 articles, books, reports and proceedings papers were identified. An analysis of critical words was conducted through use of a prepared thesaurus of adult education synonyms. The relative importance of critical issues, and the significance of the relationship among issues, were explained.

The study demonstrated that recent Canadian adult education literature has focused primarily on the adult as a characterized learner. In turn, writings describing experiences, programs, environments and processes of learning were positively correlated with characterized learners.

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Introduction

The following integrative review of Canadian Studies in adult education is an up-date of a 1982 bibliography (Dobson, 1982) prepared for the CASAE/ACEEA Vancouver Conference of that year. The review is divided into two parts: a survey and a bibliography. The survey examines adult educators as members of an intellectual community, and the bibliography is a listing of their periodical articles, proceedings papers, reports and books.

It is useful to conduct periodic surveys of the literature, both to inform adult educators about the current information available, and to tentatively describe the "state of the art".

At the 1984 conference of the Canadian Association for the Study of Adult Education, CASAE/ACEEA, an attempt was made to describe the participants as an intellectual community. The large attendance at the conference, the vital presentations and the stimulating discussions suggested that there does exist a unity of purpose among a number of Canadian adult educators. It is helpful, however, to define those activities and concerns that draw them together as a community of thinkers.

The purpose of this integrative review is to describe a body of literature produced by Canadian, and landed immigrant, adult educators, and thereby:

- define areas of study interest
- determine levels of contribution to the field
- identify types of publishers
- categorize references in a bibliography.

Methodology

Procedure

The 1984 survey was based on procedures which had proved successful in the 1982 survey. Following suggestions by Feldman (1971) and Jackson (1978) the integrative review of literature included a wide spectrum of writings to ensure a balanced presentation of the findings.

Data were collected from several sources in order to encompass the largest universe possible. Letters requesting recent listings of publications were sent to 216 authors with known addresses. Similar letters, requesting faculty bibliographies, were sent to 33 university department heads. In addition, data were gathered from other bibliographies (MacNeil, 1980; Boshier & Pipke, 1982). Finally, the National Library of Canada conducted a retrospective search of Canadian adult education listings found in various ERIC collections.

The collected data were placed in the bibliography according to the A.P.A. Publication Manual (1983) guidelines. The categories used were Periodical Articles, Proceedings Papers, Reports and Books.

Further data analysis was conducted to describe, more fully, authors' contributions, areas of interest and communication support systems. A limited number of correlations were examined.

Limitations

The bibliography is limited to those* references received up to July 1, 1984. It excludes all references prior to 1977. The separation of references according to categories was not always successful, since the bibliographic references were often incomplete. Furthermore, the translation of title words into topic categories was arbitrary. The subtle distinctions in meaning implied by the array of words used in the title was ignored. Appendix A lists the twelve issues studied by adult educators, their definition and examples of synonyms used in titles.

Findings

Areas of Study Interest

An intellectual community is composed of men and women whose common bond is that they think about the same kinds of issues and attempt to solve the same kinds of problems. An analysis of title words renders a tentative description of adult educators' intellectual interests. Table 1 lists the areas of study interests and the per cent response for each area.

Table 1: Areas of Study Interest

Interests*	Per cent
Learner	69.9
Teaching	66.0
Conditions for learning	63.0
Learning	48.3
Curriculum	34.2

*Not mutually exclusive

The learner is the central focus of adult educators, according to the evidence provided by title words. Methods of teaching and conditions for learning are other topics frequently noted. A sub-division of the learner category demonstrates that the learner was described further, by some singular characteristic, in 22.9 per cent of the titles. Similarly, the conditions for learning category can be sub-divided to pin-point adult educators' concern for various environmental conditions which affect learning. Table 2 lists the major conditions for learning identified in the title words and the per cent response for each condition.

Table 2: Conditions for Learning

Conditions*	Per cent
Organization	16.9
Locale	28.9
Environment	23.5
Time	21.1
*Not mutually exclusive	

Authors' Contributions

The 264 authors who are represented in this bibliographic survey provide an insight into a dilemma that has faced the adult education community over the years. The community does not appear to be very stable. Membership in the community is composed of continuous, sporadic and singular contributors. Appendix B provides a listing of contributors to this bibliography. Table 3 categorizes the continuous, sporadic and single authors in the 1984 Bibliographic survey by number of contributors, per cent of total contributors, number of references for each category, per cent of total references, and average number of references per contributor in each category.

Table 3: Authors' Contributions

Category	<u>Contributors</u>		<u>References</u>		References per Contributor
	Number	Per cent	Number	Per cent	
Continuous	87	33	329	59	3.8
Sporadic	50	19	100	18	2.0
Single	127	48	127	23	1.0
	264	100%	556	100%	

Scattered through the bibliography are authors who have written, at one time or another, on adult education issues without establishing themselves within the intellectual community. These authors constitute 48 per cent of the contributors to the survey. Their works represent 23 per cent of the references. The majority of single contributors present their studies in non-adult education journals, or at non-adult education conferences. It appears that this group of authors serves as interpreters of adult education philosophy and practice to other intellectual communities.

Publication Sponsorship

The publishers of studies in adult education are both numerous and varied. Indeed, there are more publishers represented in this bibliography than there are authors! Table 4 lists three publication categories: periodicals, conference proceedings and reports & books by per cent of total publishers and per cent of total references in each category.

Table 4: Publications by Publishers and References

Category	Publisher Per cent *	References Per cent **
Periodicals	40	46
Conferences	25	25
Reports & Books	<u>35</u>	<u>30</u>
	100%	100%
* n=355		
** n=556		

The most frequently cited periodicals are the Adult Education Quarterly, the Canadian Journal of University Continuing Education and Learning. These three periodicals, however, publish less than 22 per cent of the total number of articles published. All the adult and continuing education related journals publish only 56 per cent of the articles. Similarly, although the Adult Education Research Conference and the Canadian Association for Studies in Adult Education, CASAE/ACEEA, conferences are the two principal forums for presented papers they, too, represent less than 24 per cent of the total proceedings papers. Less than 50 per cent of all proceedings papers are presented at adult or continuing education related conferences.

Adult educators publish in a wider forum than the traditional adult and continuing education journals. Table 5 demonstrates that other educational and related journals are popular media for reporting the works of Canadian adult educators.

Table 5: Publishers of Periodicals and Proceedings

Publishers	Per cent
Adult Education	32
Continuing, Extension Education	23
Education	14
Counselling Psychology,	
Mental Health	6
Higher Education	3
Vocational Education	3
Community Development	3
Distance Education	3
Literacy, Adult Basic Education	3
Other: Aged, Feminist, Native,	
Health, Library Education	10
	100%

Report and book publishers are primarily the authors' own institutions. The Librarie de l'Universite de Montreal, the Ontario Institute for Studies in Education and the University of British Columbia sponsor the greatest number of publications. These three universities also have the largest faculties of adult education in Canada. Finally, Jossey-Bass, Inc. published the works of more Canadian authors than any other commercial enterprise.

A closer examination of the 141 publishers of reports and books offers an insight into the institutional support provided for authors of adult education studies. Universities are, by far, the most frequent sponsors of such publications (see Appendix C for a complete listing of post-secondary sponsors of studies in adult education). Table 6 lists the categories of publishers of reports and books and the per cent of total for each category.

Table 6: Publishers* of Reports and Books

Category	Per cent
University	48
Community College	4
Government Agency	12
Professional Association	14
Commercial Enterprise	22
	100%
*n=141	

Nature of Study

Canadian adult educators' writings can be roughly divided into opinion and inquiry papers. The former are papers whose principal purpose is to express a point of view and/or to clarify an issue. The latter are papers reporting the results of an investigation. Table 7 provides the percentage of each type of paper found in the present survey.

Table 7: Basic Types of Papers Published,

Type of Paper	Per cent
Opinion	48.8
Inquiry	31.9
Undefined	19.3
	100.0%

Words suggesting the nature of the paper were identified in 80 per cent of the titles. More than half of these suggested an opinion paper.

Conclusions

Canadian adult educators can readily be described through their writings as a small, vital, intellectual community linked across a vast geography. Their common interests are learners and the various programs, processes and conditions that surround them. The community is composed of a solid core of over 127 intellectuals, who have contributed to the creation of a body of knowledge over the past seven years. The adult education community is supported by a variety of institutions, associations and commercial publishers. Finally, adult education writings suggest that the community is still in the process of defining itself through opinion papers.

Recommendations

Several recommendations can be drawn from this integrative survey of Canadian adult education literature.

1. Single contributors to the literature of adult education are an important source of new ideas which nurture the development of a community of thinkers. The associations of adult and continuing education should actively pursue single authors by encouraging them to contribute more frequently to adult education literature. A way to encourage marginal authors is to provide them with increased opportunity to participate in the conference activities of the various regional and national associations. CASAE/ACEEA, for example, could expand its annual conference theme to include the five areas of interest identified in this

survey of adult education. Invitations to a wider range of adult educators to present papers on characterized learners in relation to learning experiences, programs, environments and processes would allow both single contributors and the more established authors equal opportunity to participate in the proceedings of the intellectual community.

2. Canadian adult educators publish in a wide range of journals. Consequently, it is difficult for colleagues to maintain intellectual contact with each other. In order to overcome this problem CASAE/ACEEA should establish a biennial journal of abstracts so that Canadian adult education studies are more accessible to the total adult education community.

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Appendix A: Thesaurus of Adult Education Synonyms

Name	Definition	Synonyms
Learner	Subject experiencing change	Adult, People, Individual
Characterized Learner	By Age, Sex, Status, or Condition	Addict, Prisoner, Cohort, Woman, Disabled, Drop-out
Time	Time, Date condition	Continuing, Permanent, Night, Lifelong, Part-time
Locale	Teaching-learning location	On-site, Off-site, Community, Home, Extension, Distance
Environment	Teacher-learner relationship	Formal, Non-formal, Informal
Organization	Institutional relationship	University, Employer, Government, Association
Communication	Teacher-learner interface	Interpersonal, Mass, Mediated, Materials
Curriculum	Course of action	Program, Plan, ABE, Literacy, Vocational, Academic, ESL
Teaching Method	Leadership Characteristic	Instructor, Trainer, Facilitator, Tutor, Teacher
Learning	Intended change	Knowledge, Attitude, Behavior, Skill, Understanding, Feeling
Opinion	Point of view	Theory, Foundations, Principles
Inquiry	Structured evaluation	Research, Analysis, Assessment, Appraisal

Appendix B: Adult Education Authors

Abbey, D.S.	Clarke, B.R.	Gleberzon, W.
Alden, H.	Coffin, L.	Gobert, R.
Alexander, W.E.	Cohn, V.	Greeber, M.
Ambury, G.G.	Colletta, S.P.	Griffin, V.R.
Anderson, A.	Collins, J.B.	Griffith, W.S.
Anderson, E.E.	Conchelos, G.	Guy, D.
Armstrong, B.A.	Conger, D.S.	Hall, B.
Ayres, J.D.	Corvalan, O.V.	Hardy-Roch, M.
Baker, G.	Crane, J.M.	Harman, R.
Baker, H.R.	Creet, M.	Harris, B.
Baker, J.	Cristarella, M.C.	Harris, E.M.
Barer-Stein, T.	Croll, J.C.	Harvey, E.B.
Barker, G.	Cross, M.S.	Haug, F.M.
Baskett, H.K.	Crown, L.	Haughley, M.L.
Battye, J.B.	Curtis, E.	Hayne, J.H.
Bell, D.	D'Andglejan, A.	Hayne, J.R.
Benoit, B.	Dahms, F.A.	Hearn, J.
Bernard, A.	Daniel, J.S.	Henderson, M.E.P.
Blackburn, D.J.	Davie, L.E.	Hendry, A.M.
Blais, M.	Davie, S.	Herman, R.
Blaukopf, P.	Day, C.W.	Hoegg, J.L.
Blunt, A.	Dennison, J.D.	House, J.
Boshier, R.W.	Devlin, L.E.	Houwing, J.F.
Boyd, E.	Dickinson, G.	Howard, S.
Bravay, F.	Dion, J.M.	Humphreys, E.
Brinkman, G.L.	Dion, S.	Hurley, P.
Bron-W., A.	Dobson, J.R.A.	Ironside, D.J.
Brooke, P.	Donald, G.A.	Jackson, T.
Brookfield, S.	Doucette, F.	Jacobs, D.E.
Brown, A.J.	Draper, J.A.	Kapuscinski, B.P.
Brundage, D.H.	Driver, H.C.	Karim, G.A.
Burge, E.J.	Drummond, E.J.	Kastenbaum, R.J.
Burnham, B.R.	Dufresne-Tasse, C.	Keane, P.
Buttedahl, P.	Ellis, D.	Keating, D.
Buzan, J.	Fales, A.W.	Kent, C.
Campbell, D.D.	Farquharson, A.	Kidd, J.R.
Campbell, D.S.	Farrell, G.M.	Konrad, A.G.
Card, B.Y.	Farrell, J.P.	Koopman, P.R.S.
Carlson, R.A.	Fasano, J.A.	Kristjanson, A.M.
Carney, P.	Fenske, W.	Kulich, J.
Carney, R.	Fielding, D.W.	Lam, Y.L.J.
Carniol, B.	Findlay, E.W.	Lamoureux, M.E.
Carrigan, D.O.	Forrester, G.C.	Lauffer, S.
Carter, J.	Foshay, W.P.	Lawrence, G.
Cervero, R.M.	Fournier, R.M.E.	LeBlanc, B.
Cervinskis, J.	Franklin, D.	LeBlanc, R.
Chene-Williams, A.	Funk, T.F.	Leitzman, D.F.
Chiasson, J.T.	Gallagher, P.	Lengrand, P.
Clark, F.W.	Gayfer, M.	Lidster, E.L.R.
Clark, G.	Geis, G.L.	Long, P.R.
Clark, R.J.	Gillen, M.A.	Lotz, J.

Lund, B.
MacKenzie, J.
MacKeracher, D.
MacLeod, B.
MacNeil, T.
Magill, M.
Mailhot, S.
Mastai, J.
McClusky, H.Y.
McCoy, T.
McFadyen, D.
McGechaen, S.
McLaren, A.
Meech, A.
Misanchuk, E.R.
Mitchell, B.
Moore, G.A.B.
Morin, A.
Morneau, C.
Morris, P.
Muir, W.R.
Myers, D.
Neehall, J.
Nickerson, V.
Oddie, L.
Oswald, E.M.
Pacquet, P.
Page, H.
Painchaud, G.H.
Parrish, M.D.C.
Patsula, P.J.
Patterson, T.
Peavy, R.V.
Pell, D.
Phillips, S.
Pickard, L.
Pike, R.M.

Pineau, G.
Pipke, J.M.
Pletsch, D.H.
Polcyn, K.A.
Pratt, D.D.
Quastel, L.
Rachlis, L.
Radcliffe, D.J.
Riches, E.
Richmond, M.
Riddell, B.G.
Riendeau, M.
Riverin-Simard, D.
Roberge-Brassard, J.
Roberts, H.W.
Roberts, P.J.
Rockhill, K.
Rooney, S.
Rosen, E.
Rosen, T.
Ross, G.G.
Roy, C.
Rusnell, C.
Rusnell, D.
Sanderson, L.
Sansregret, M.
Sawyer, D.
Schiefelbein, E.
Schwen, T.M.
Schwier, R.A.
Scissons, E.H.
Selleck, L.J.
Selman, G.A.
Selman, M.
Sharon, D.
Shute, J.C.M.
Siebert, S.

Small, J.M.
Smith, R.
Smith, W.A.S.
Snowden, B.L.
Snowden, D.
Stalker, J.
Stange, K.
Stiles, M.
Stringer, M.
Sullivan, T.
Swan, S.
Talley, W.M.
Taylor, W.H.
Thiesfeld, B.
Thomas, A.M.
Thomas, R.E.
Thornton, J.E.
Thornton, J.S.
Titmus, C.
Tobin, J.
Tough, A.
Waldron, M.
Walker, R.J.
Warren, C.
Weinrib, A.
Welton, M.
Wickett, R.E.Y.
Wieczorek, C.
Wilburn, M.
Wilson, D.A.
Wilson, J.
Winzer, M.A.
Wismer, S.
Witman, R.
Yorio, C.A.
Young, W.S.

Appendix C: Post-secondary Sponsors of Adult Education

Acadia University
Athabasca University
Brandon University
British Columbia Institute of Technology
Carleton University
Confederation College of Applied Arts and Technology
Dalhousie University
Frontier College
Holland College
John Abbott College
Kwantlen College
Lambton College
Memorial University of Newfoundland
Mount Saint Vincent University
Ontario Institute for Studies in Education
Queens University
Red Deer College
Ryerson Polytechnical Institute
Saint Francis Xavier University
Saint Mary's University
Simon Fraser University
Trent University
Universite de Concordia
Universite de Laval
Universite de Montreal
Universite de Quebec
University of Alberta
University of British Columbia
University of Calgary
University of Guelph
University of Manitoba
University of Regina
University of Saskatchewan
University of Toronto
University of Victoria
University of Waterloo

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